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ABSTRACT

In June, 1985, New Zealand's Minister of Education established a working party to examine 3-year training for kindergarten teachers. The working party was asked to: (1) make recommendations to the Minister of Education on a 3-year course of initial training for kindergarten teachers; (2) review the training provisions for kindergarten teachers; (3) make recommendations on the form of 3-year training; (4) offer advice on requirements for certification and registration; and (5) make recommendations on any other relevant matters. The working party interpreted "a 3-year course of initial training" to mean a 3-year course of preservice training. The term "early childhood teacher" was interpreted to mean a kindergarten teacher or a child care worker. The report follows a description of the situation at the time with discussions of: (1) disadvantages of 2-year training programs; (2) advantages of 3-year training; (3) additional factors that support the extension of training; (4) a proposed 3-year program in early childhood education; (5) certification and registration; (6) implementation of training; (7) related concerns; and (8) recommendations. Appendices provide related materials, such as proposed induction schemes for beginning and first-year kindergarten teachers, teacher evaluation guidelines, and a teacher evaluation checklist. (RH)

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REPORT OF THE WORKING PARTY ON THREE YEAR TRAINING FOR KINDERGARTEN TEACHERS

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April 1986

REPORT TO THE MINISTER OF EDUCATION OF THE WORKING PARTY ON THREE YEAR TRAINING FOR KINDERGARTEN TEACHERS

1 INTRODUCTION

1.1 In June 1985 the Minister of Education approved the establishment of a working party to examine three year training for kindergarten teachers. The working party, comprising representatives of the New Zealand Free Kindergarten Union, the New Zealand Free Kindergarten Teachers' Association, the Teacher Trainee Association of New Zealand, the New Zealand Teachers' College Association, the Association of Teachers College Councils, the Department of Education and one other person representing all other early childhood groups, met for the first time on 25 July 1985. The membership of the working party is detailed in Appendix A.

2 TERMS OF REFERENCE

2.1 The terms of reference for the working party were:

a 'to make recommendations to the Minister of Education on a three year course of initial training for kindergarten teachers.

b to review the present training provisions for kindergarten teachers.

c to make recommendations on the form of three year training including the structure, content and organisation of such training.

d to advise on requirements for certification and registration.

e to consider and make recommendations on any other relevant matters'.

2.2 The working party interpreted "a three year course of initial training" to be a three year course of pre-service training.

2.3 On 21 October the working party received a letter from the Director-General of Education, endorsed by the Minister of Education, asking that the working party consider a three year course of pre-service training suitable for early childhood education teachers regardless of the service in which they were to be employed. The term 'early childhood teacher' was interpreted to mean kindergarten teachers and childcare workers.

2.4 The working party recognised the need to develop a training programme sufficiently broad to encompass the 0-8 year age range, compatible with the training needs of the various early childhood services, and enabling the award of a universal diploma. However, it considered that as childcare and junior school interests were not fully represented on the working party, separate negotiations with these groups are required to ensure that their specific requirements are reflected in the broadened programme of training.

2.5 The working party requests that these consultations should not delay the implementation of three year training for kindergarten teachers.

3 PRESENT SITUATION

3.1 Until 1974 kindergarten teachers were trained by the kindergarten movement in training centres in the four main cities. These training centres provided two year courses and the New Zealand Free Kindergarten Union's diploma was awarded on completion.

3.2 By 1975 all kindergarten teacher training was established within teachers colleges. This implemented recommendations made by the Commission on Education in New Zealand (Currie Commission) 1962, and the Committee of Inquiry into Pre-School Education (Hill Report) 1971, that the government take responsibility for training pre-school personnel in special departments in primary teachers colleges.

3.3 The present Division E programmes were developed under the general guidance of the report of a 1974 Hogben House Working Party. More recently, a 1983 policy statement from the Department of Education identified the essential components as:

a	Early Childhood Education	400-450 hours
b	Early Childhood Curriculum	400-450 hours
c	Selected, Subject or Personal Studies	250-400 hours
d	Teaching Practice	350-400 hours

The minimum number of course hours required for the two-year programme was 1500. (Appendix B).

3.4 A recent survey, by the working party, of the time devoted to these essential components in each college shows that in every instance the basic requirements are being met. (Appendix C).

4 DISADVANTAGES OF PRESENT 2 YEAR TRAINING

4.1 Each college offers more or less the same range of courses, but the number of hours for different topics within the essential components differs considerably. In some colleges all elements of 'Early Childhood Education' and 'Early Childhood Curriculum' are compulsory, whereas in others there is a choice and it may not be possible for all trainees to take all the papers offered.

4.2 There is insufficient course time to cover the full range of studies in adequate depth. Consequently, colleges are forced to:

a limit the range of studies and devote more time to those covered; or

b broaden the range and devote less time to some; or

c offer electives permitting trainees to determine, in part, how their programme time will be employed.

4.3 In the process, some important areas of study, such as Children with Special Needs, First Aid, Health, Nutrition and Maori studies, become optional or receive insufficient treatment. Where the time allocated to these is adequate, this occurs at the expense of other studies.

4.4 In several colleges, the opportunity for trainees to pursue elective studies is severely restricted. The time available for Selected/Personal Studies, intended to promote the general education of teachers, is frequently the area which becomes most severely pruned.

4.5 One way in which colleges attempt to overcome a shortage of course hours is to commit trainees to more class hours per week. Some colleges commit trainees to excessive contact hours weekly, militating against the maintenance of satisfactory standards of individual study and research.

4.6 While the programme of studies in each college leads to the award of a diploma, it is also possible in most to undertake concurrent study towards a B.Ed, or BA degree. The number of university credits which it is possible to earn during a two-year Division E programme varies considerably (Appendix D). Where the number of credits available is disproportionately small, when compared with the three year Division A programme, it has been made very clear that any comparative improvement will be considered only when Division E trainees undertake three year training. The working party considers that this situation discriminates unfairly against Division E trainees.

5 ADVANTAGES OF 3 YEAR TRAINING

5.1 Three years pre-service training would enable early childhood teachers to acquire the necessary body of knowledge, skill and understanding which has increased considerably in the last decade with the focus of research on the early years. Observation of first year teachers shows a need for:

- a broader early childhood curriculum
- a more extensive understanding of how children grow, learn and develop
- a greater range of teaching skills and strategies
- more precise observational, assessment, diagnostic and evaluative skills
- greater maturity in teachers who are confronted with social change
- greater skill in inter-personal relations to support and work with parents
- administrative expertise to cope with the role of head teacher early in the career path
- extended skills to deal with handicapped children and those in need of special education.

Extension to 3 years would enable many of these needs to be met.

6 ADDITIONAL FACTORS WHICH SUPPORT EXTENSION OF TRAINING

6.1 Children who have experienced quality early childhood education have an improved chance of achievement in school. Research suggests that investment in early childhood education has long term cost-reducing effects by lowering the number of children needing special education, by reducing the number of adults in penal institutions, and by lowering unemployment.(1)

6.2 Social and economic changes affecting the structure and functioning of families have created an increasing demand for quality early childhood care and education. Training has been identified as a most critical factor in determining quality early childhood education.(2)

6.3 Early childhood teachers must have the skills and maturity to support and work with parents as well as the ability to work with young children. Recent research in New Zealand shows that many kindergarten teachers have considerable interaction with parents but most recognise that they need

improved conditions including improved training to undertake this important aspect of their work effectively.[3]

6.4 Three year training would give teachers a recognised, academically acceptable base on which to build higher qualifications. Equivalence with qualifications gained overseas, where early childhood educators usually have at least three years training, would also be clearly established.

6.5 In an education system every stage of the educative process requires well-trained teachers. There is a strong relationship between length and quality of training. Secondary and primary teacher training includes at least three years pre-service education, followed by a qualifying period of at least two years practice teaching. Indeed parity with primary teacher training has been advocated since 1947 [4]. More recent reports have specifically advocated 3 year pre-service training programmes for early childhood teachers.[5]

6.6 The extension of training for early childhood teachers is consistent with the Government's election policy to "improve and lengthen the training of all early childhood educators". It would also enable early childhood teachers to have a status comparable to that of other teachers.

6.7 Equivalence of training for all teachers, regardless of the sector, would assist the Government to further its objective of including "kindergarten teachers and childcare workers in negotiations for a unified salary scale for all teachers" - another election policy statement.

6.8 In teachers colleges where the majority of trainees are enrolled in three year programmes, trainees in two-year divisions are unable to take advantage of the full range of courses and study opportunities available. Some studies, planned as three year courses, are simply cut short by a year.

6.9 The working party was unanimous that the implementation of a three year course would enhance the quality of pre-service training by permitting studies in greater depth and providing opportunities of diversifying and enriching the range of early childhood studies.

7 PROPOSAL FOR A THREE YEAR PROGRAMME IN EARLY CHILDHOOD EDUCATION (DIVISION E) : CONTENT, STRUCTURE AND ORGANISATION

7.1 The working party recognises the autonomous nature of teachers college councils and the individuality of each training institution. However, courses should be broadly

comparable and it is recommended that the four essential components remain the same as in current practice and that the hours be as follows:

	Proposed hours 3 year course	Present hours 2 year course
. Education Studies	450-650	(400-450)
. Curriculum Studies	430-650	(400-450)
. Selected Studies	400-600	(250-400)
. Practical Teaching Experience	500-700	(350-450)

7.2 The minimum total course of study should be 2250 hours. A more detailed analysis of course components is given in Appendix E.

7.3 The following themes should be integral to 'Education Studies', 'Curriculum Studies', 'Practical Teaching Experience' and, where appropriate, 'Selected Studies'.

. Taha Maori and cultural differences. This refers to the development of an increased awareness of the varied cultural frameworks of New Zealand children and their families, together with a consideration of their implications for teaching. New Zealand children come to pre-school from varied cultural backgrounds; they will tend to make sense of the world in culturally determined ways. Trainees need to be aware of these in all areas of the programme.

. The individual needs of children including those with special needs and abilities. Since the late 1960's there has been an increasing trend towards mainstreaming children with special needs. In order to minimise disadvantage for such children, trainees must know about special needs and abilities, how to recognise them and how to cater for them in every early childhood environment as well as in special programmes.

. Language studies, including development of language skills, English as a second language, literary tradition and communication. Stories, words, and talk are integral to all areas of the early childhood curriculum, not just as topics in isolation. Language studies should therefore be studied in context.

. Parents in education. More than in any other area of education, early childhood teachers work directly

with parents as well as with children. They must have a clear perception of the educational roles of teachers and parents, how parents can be supported in this role, and how they can most usefully participate in early childhood programmes. In addition, they require a range of skills for involving, interesting, and working with parents in all aspects of programmes.

The proposed relationship between the themes and the essential components can be represented in a diagram:

ESSENTIAL COMPONENTS AND INTEGRAL THEMES

ESSENTIAL COMPONENTS	THAMAORI	INDIVIDUAL NEEDS	LANGUAGE STUDIES	PARENTS IN EDUCATION
EDUCATION STUDIES				
CURRICULUM STUDIES				
PRACTICAL TEACHING				
SELECTED STUDIES				

The themes are of wide significance and should be developed throughout the programme, rather than being studied as topics in isolation.

7.4 Courses of study should be organised to permit comprehensive professional studies to be undertaken.

7.5 A third year does not mean that a range of <u>new</u> topics would need to be added to Division E programmes. It has already been pointed out (section 4) that many important courses are either too short or optional. A three year programme

would provide the opportunity for these to be expanded, the topics covered in greater depth and, where appropriate, made compulsory.

7.6 It is important that in a longer programme the hours for 'Practical Teaching Experience' be increased. This would provide an opportunity for a greater breadth of practical experience rather than more experience of the same content.

It is envisaged that in a three year programme:

a trainees would have an opportunity to relate theory to practice within many more courses than has been practicable to date ie, these hours include visits to centres and observations outside teaching sections; and that

b it would be possible for trainees to gain longer term practical experience in a wider range of early childhood institutions and programmes. This would be essential if the training was extended to include preparation for working in childcare centres and junior schools.

8 CERTIFICATION AND REGISTRATION

8.1 Historically kindergarten teachers have been certificated at the end of pre-service training. This is inconsistent with other branches of the teaching service.

8.2 For reasons of portability, overseas recognition and the possible development of an early childhood accreditation system in New Zealand, the working party recommends that in addition to the diploma awarded by teachers colleges, an endorsed certificate to teach be awarded by the Department of Education following a period of induction.

8.3 The negotiated induction scheme agreed to in principle in 1982 by the NZFKU, NZFKTA and the Department of Education should be implemented (Appendix F). A period of not less than one year as a beginning teacher before certification is recommended. This would facilitate continuity between pre-service and in-service training, and provide professional support and guidance to the beginning teacher.

8.4 Certification and registration are separate processes although registration is dependent upon certification. Certification may lead to placement on a teacher's register.

9 IMPLEMENTATION

9.1 The working party discussed several options for the implementation of three year training:

a 2 colleges per year over a three year period,

b 3 colleges per year over a two year period,

c 1 college per year over a six year period,

d 6 colleges simultaneously.

9.2 The preferred option is to phase in two colleges per year over a three year period. This should enable an increased intake into the 2 year course to offset the temporary slow down in the output of graduates from the 3 year courses, would allow colleges time to adjust their staffing levels to cater for 3 year courses, and would spread government expenditure.

9.3 The criteria for selecting colleges to be phased in each year would be determined by the Department of Education after consultation with colleges, taking into account geographic spread, accommodation pressures, staffing patterns and other new policies under consideration by Government.

9.4 Colleges not selected to begin three year training in the first year should be allocated increased trainee quotas for their 2 year courses until 3 year courses are introduced. This has the following advantages:

a compensatory output of graduates for the year when there would be no output from the beginning of the first phase of three year training;

b increased staff, facilitating the planning and phasing in of courses;

c avoidance of a sudden increase in teachers colleges staffing followed by redundancies; and

d has the least demand on the community pool of teachers as shown by the projections of supply and demand. (Appendix G).

9.5 Appendix G indicates that the introduction of 3 year training would be compatible with the Government's policy of improving staffing ratios in kindergartens. With an increased Division E intake quota in 1987 and 1988, a steady state could be attained in 1989 and subsequent years. There would be an increasing demand on the community pool of teachers during the phasing in of three year training. The extent of the community pool will determine whether or not the phasing in of three year training is compatible with expansion of the kindergarten and early childhood services.

10 OTHER RELEVANT MATTERS

10.1 Any extension of training for kindergarten teachers has implications for the training of professionals in the other areas of Early Childhood Care and Education. Special consideration needs to be given to childcare training, which is currently undertaken in one year pre-service programmes in three colleges and two or three year field based programmes.

10.2 It is agreed by the Working Party that extending the scope of "early childhood" to include the period up to 8 years of age, which is common in other countries, makes sense, when account is taken of contemporary knowledge about child development. Inclusion in pre-service courses of modules on the care and education of children between 5 and 8 years would encourage co-ordination of learning programmes in junior primary schools with those in contributing pre-schools. This closer relationship would help ensure for children a smoother transition from pre-school to school. Consultation with primary school teacher interests on the implications of the proposal should begin as soon as possible.

10.3 The working party recognises that there is a need in the immediate future for an extension in both the length and intake numbers of childcare training. Consultation with childcare interest groups should begin as soon as possible to consider how this could be achieved, but should not delay action on the recommendations of this report.

11 SUMMARY

11.1 The report outlines a proposal for extending the training for early childhood educators and reviews the present situation of two year training for kindergarten teachers. The guidelines it proposes for the content of three year early childhood education courses for kindergarten teachers, are sufficiently broad to include the pre-service training of other professionals involved in the care and education of children in the 0-8 year age-group.

11.2 The proposed course includes Education Studies, Curriculum Studies, Selected Studies and Practical Experience, taught in a programme of at least 2250 hours, over 3 years.

11.3 The introduction of the proposed programme should be phased into two colleges per year, over a three year period.

11.4 On successful completion of the programme, teachers colleges should award Diplomas of Teaching and the Department of Education should award certificates to teach after an induction period of not less than one year. This would necessitate an additional staffing allowance to enable the year one teacher to be released for additional training.

12 RECOMMENDATIONS

It is recommended:

a that as from 1987 a three year pre-service training course for early childhood teachers, beginning with kindergarten teachers, be established in teachers' colleges;

b that the implementation of three year pre-service training for kindergarten teachers be phased into teachers colleges over three years;

c that a period of induction of not less than one year for teachers working in the kindergarten service should follow the three year pre-service course;

d that teachers colleges award the diploma of teaching on the successful completion of the three year pre-service training course, and the Department of Education a certificate to teach in kindergartens at the end of the induction period;

e that the Department of Education set up a working group to develop the content, structure and organisation of an early childhood education course and to develop guidelines for the establishment of three year Division E training programmes in colleges; and

f that the Department of Education hold immediate discussions with the primary service, with childcare groups, and with associated groups on the implications of this report.

REFERENCES

1 'Head Start - How Research Changed Public Policy' by Bernard Brown From Young Children Vol 40(5), 1985.

'The Brookline Early Education Project : Model for a New Education Priority' by Donald E Pierson From Childhood Education Vol 50(3), 1974.

'As the Twig is Bent --- Lasting effects of pre-school programmes' The Consortium for Longitudinal Studies, 1983.

2 'National Day Care Study - Children at the Centre.' United States Department of Health Education and Welfare, National Institute of Education, USA, 1979.

3 Introducing Parents to Kindergartens by Margery Renwick, 1985.

Progress reports from further research 'Kindergarten Teachers and Parents' by Margery Renwick 1985/86.

4 1947 Consultative Committee on the Pre-School Educational Services.

5 Report of the Committee of Inquiry into Pre-School Education (Hill Report) 1971.

The Future Role of Teachers College. ACEP 1973.

Teacher Training for Early Childhood Education 1974.

Review of Teacher Training 1979.

APPENDIX A

MEMBERSHIP OF THE WORKING PARTY

V Burns	Department - Early Childhood Education (Chair)
E Clark	Department - Early Childhood Education
P Duncan	Department - Teacher Education
H Barber	Department - Teacher Education
B Lindegren	New Zealand Free Kindergarten Union
T Leach	New Zealand Free Kindergarten Union
E Beatson	New Zealand Free Kindergarten Union
J McCafferty	New Zealand Free Kindergarten Teachers Association
S Fenton	New Zealand Free Kindergarten Teachers Association
M Carr	New Zealand Free Kindergarten Teachers Association
J Tyler	Teacher Trainees Association New Zealand
L Slow	Teacher Trainees Association New Zealand
A Hall	Teachers Colleges Association
I Stewart	Association Teacher College Councils
G Oldershaw	Association Teacher College Councils
M Purdy	Association Teacher College Councils
B Armstrong	Other early childhood groups

Secretariat

C Joyce - Department : Early Childhood Education
C L Robinson - Department : Early Childhood Education

APPENDIX B

DEPARTMENT OF EDUCATION 1983 POLICY STATEMENT ON ESSENTIAL COMPONENTS FOR KINDERGARTEN TRAINING

a Early Childhood Education: 400-450 hours

This could include such subjects as play, observation skills, administration, history, life-span development, community work, working with adults, philosophy, human relations, learning theory, special needs, English, cultural difference, family studies.

b Early Childhood Curriculum: 400-450 hours

This could include early childhood resources, AV instruction, programme planning, language, drama, literature, health, nutrition, safety, social studies, multi-cultural studies, mathematics, art and craft, music, physical education, movement, science, story-telling.

c Selected, Subject or Personal Studies: 250-450 hours

One or two subjects should be selected and studied in depth.

d Teaching Practice: 350-400 hours

Besides full-time teaching practice, this can include other practical experience such as half-days in kindergartens or other early childhood centres.

APPENDIX C

RANGE OF HOURS CURRENTLY DEVOTED TO COMPONENTS OF DIVISION E PROGRAMMES

a Early Childhood Education:

i Background Education, including study of such topics as the New Zealand system, education and society, ECE philosophy and the historical development of current practice.

(75-140 hours)

ii Development and Learning, with special emphasis upon young children. This includes child development, child study, child psychology, life-span development and learning theory.

(100-240 hours)

iii Studies of Social and Cultural Differences, including family studies, multi-cultural studies and Maori studies.

(50-100 hours)

iv Children with Special Needs, including both studies of the nature of special needs and ways of catering for them in kindergarten programmes.

(Option to 100 hours)

Total Hours: 400-520 hours

b Early Childhood Curriculum:

i Curriculum, including art, children's literature, language, mathematics, movement, music, science, social studies and interdisciplinary activities.

(210-440 hours)

ii Kindergarten, Organisation and Administration, including programme planning, appraisal and professional development.

(40-132 hours)

	iii	First Aid, Health, Safety and Nutrition. (Option - 50 hours)	
	iv	Working with Parents	(About 50 hours)
		Total Hours:	400-584 hours
c		Selection/Liberal/Personal Studies:	250-400 hours
d		Practical Teaching	390-500 hours
		Total Course Hours	1525-1750 hours

APPENDIX D

BA OR B.ED DEGREE CREDITS POSSIBLE IN CURRENT DIVISION E PROGRAMMES

College	No. of Credits	Type	% of Degree
Auckland	Up to 2/21 (BA)	Unspecified	9
Hamilton	Up to 10/25 (B.Ed)	Specified	40
Palmerston North	Up to 8/21 (B.Ed)	Specified	40
Wellington	Up to 24/108 (BA)	Unspecified	22
Christchurch	Nil		0
Dunedin	Up to 12/27 (B.Ed)	Specified	44

APPENDIX E

CONTENT OF COURSES FOR THREE YEAR TRAINING

a Education Studies

Early childhood education history and philosophy

Development and learning

Social and cultural context (structures, class, interaction).

b Curriculum Studies

Early childhood teaching studies (theory, planning, evaluation and teaching in ECCE centres)

Kindergarten Organisation Administration and Management (includes professional development)

Support (ie, first aid, safety)

Specific curriculum ECE topics: play and play theories, basic programme activities, music and movement, food and nutrition, health, children's literature, art and craft, early reading and early maths, science and environmental studies.

c Selected studies should include the following for study at own level and interest

Child development, human development, study of infants, music, art, literature, psychology, sociology, learning development, taha Maori.

d Practical Teaching Experience.

APPENDIX F

DRAFT 3

PROPOSED INDUCTION SCHEME FOR BEGINNING KINDERGARTEN TEACHERS

1 The (proposed) induction scheme for beginning kindergarten teachers set out below, whilst focussing on the first year of teaching after pre-service training, acknowledges that the need for support of teachers carries on into the second year and for as long as a teacher remains in service. In each district the Teacher - Kindergarten - Support Groups and the District Induction Planning and Review Committee will have a continuing interest in, and be available to give support to teachers in their second year of service.

2 It is proposed that a scheme for the induction of year one teachers be operational as from the beginning of 1983 or as soon as possible thereafter.

3 The pre-requisite for appointment to a year one position in a kindergarten is the award of a Teachers College Diploma for which the person has completed the necessary academic and professional studies and practical training in early childhood education as prescribed under regulations made under the Education Act 1964.

4 Final year kindergarten teacher trainees will be eligible to apply for advertised teacher positions from the mid-October "Education Gazette". Scale E1 positions falling vacant for the following year may not be advertised until the mid-October "Gazette".

5 There shall be no right of appeal against the first appointment of a graduate holding a Teachers College Diploma endorsed early childhood education except in the circumstances outlined in paragraph number 10.

6 It is strongly recommended that appointment committees when determining appointments, take into account the needs of year one kindergarten teachers, especially their need for a supportive environment which provides them with the opportunity to test ideas under skilled guidance.

7 The appointments committee may apply to the teachers college for a course transcript of the applicant. The graduate's personal, professional, and academic record, supplied to the graduate by the college, may be requested from the graduate.

8 The first appointment is to be for one year from the date of taking up the position with the right to be confirmed in the position if certification requirements are met.

9 The year one teacher may apply for a further position after completing two terms in a position. However, that teacher may not take up the new position until three terms have been completed in the first position and there is a satisfactory completion of the induction requirements.

10 In exceptional circumstances and only on the recommendation of the District Induction Planning and Review Committee may a year one teacher apply for a transfer during the first year. This would only be granted when the recommendations of the teacher - kindergarten - support group have been considered and it is in the best interests of the teacher to do so.

11 Where a year one teacher resigns from a position on their own initiative and the reason for the resignation is approved by the teacher-kindergarten-support group there will be no right of appeal against the next appointment of that teacher.

12 Where a year one teacher resigns from a position on their own initiative and the reason for the resignation is not approved by the teacher-kindergarten-support group the year one teacher foregoes protection against appeal.

13 A year one kindergarten teacher counts as 0.8 against the staffing entitlement of a kindergarten.

14 The induction relief time of 0.2 per year one teacher amounting to 38 teacher days per year to be used for the employment of a relief teacher to allow the year one teacher to:

14.1 Undertake organised observation and work tasks within the kindergarten or the local community.

14.2 To attend periodic discussions with a peer group.

15 Each year one teacher to have a teacher-kindergarten-support group comprising:

15.1 Kindergarten Head Teacher who will be involved n a day to day basis.

15.2 Senior Teacher/Senior Head Teacher who will support both the Head Teacher and the year one teacher in the induction process on a continuing but periodic basis.

15.3 An Education Officer early childhood education who supports and consults with the year one teacher, the Head Teacher, and the Senior Teacher/Senior Head Teacher. She/he will likewise be involved on a continuing but periodic basis.

NOTE: Where there is more than one year one teacher employed by an association, the education officer and the senic: teacher/senior head teacher will have a co-ordinating role.

15.4 A teachers college lecturer in early childhood education who will be involved on a continuing but periodic basis.

15.5 The above group will elect its own chairperson from amongst the members of the group.

16 A District Induction Planning and Review Committee shall be established in each education board district. This committee will plan and have oversight of the district induction programme. It will also recommend to the District Senior Inspector of Primary Schools those teachers who fulfil the requirements for certification as kindergarten teachers.

17 The District Induction Planning and Review Committee will meet at least once a term:

17.1 To plan the district induction programme and to advise and recommend to the District Senior Inspector of Primary Schools on local in-service training needs in terms of induction requirements.

17.2 Review and evaluate the district induction programme and recommend or implement change where necessary.

17.3 To oversee the progress of year one kindergarten teachers.

17.4 If necessary to require the extension of the period of induction on a term by term basis up to a further year.

17.5 To have a continuing interest in and be available to give support to year two teachers.

NATIONAL LEVEL

Department of Education through DEC in consultation with DTE, DP, NZFKU, NZFKTA, TCA AND TTANZ

DISTRICT LEVEL

District Induction Planning and Review Committee
DOECE
TC Lecturer ECE
ST/SHT
EOECE

District Senior Inspector

LOCAL LEVEL

TEACHER-KINDERGARTEN-SUPPORT-GROUP

TEACHER-KINDERGARTEN-SUPPORT-GROUP

TEACHER-KINDERGARTEN-SUPPORT-GROUP

Kindergarten Head Teacher and Year One Teacher

Kindergarten Head Teacher and Year One Teacher

Kindergarten Head Teacher and Year Two Teacher

PROCEDURE FOR THE INDUCTION OF YEAR ONE KINDERGARTEN TEACHERS

1 A year one teacher and the support group whose task it is to ensure a successful first year of teaching should make themselves fully acquainted with the procedures and requirements of the induction process for kindergarten teachers. All members of the induction team, including the year one teacher, should have the following forms:

1.1 The Induction Scheme for Beginning Kindergarten Teachers

1.2 The Kindergarten Administration Checklist on Form A

1.3 Guidelines for the Head Teacher's report on Year One Kindergarten Teachers

1.4 Form B which must be completed by the Teacher Kindergarten-Support Group and sent to the District Induction Planning and Review Committee

1.5 The District Induction Planning and Review Committee's form to the District Senior Inspector of Primary Schools

1.6 Resource material for the Year One Teacher.

2 It is important that a time schedule for the completion of the kindergarten administration checklist listed in Form A as soon as possible after taking up the first appointment. The Head Teacher's written report is required by the teacher-kindergarten support group before the end of two terms or the equivalent time. (See 4.)

3 Self-evaluation is regarded as an integral part of the induction process and year one teachers are advised to refer to exercises such as those outlined in the book 'Be Honest With Yourself' by Doreen Croft in the chapter entitled 'What Kind of Teacher Are You?' This chapter, or exercises of a similar nature in other books would be of assistance to year one teachers. However, it is not envisaged that these self-evaluation exercises be assessed by members of the induction team.

4 The Head Teacher will provide a written report to the teacher-kindergarten-support group at the end of two terms or the equivalent time after taking up the first appointment. This report must be discussed with the year one teacher before it is submitted.

NOTE: The year one teacher may also submit comment and both the Head Teacher and the Year One Teacher should sign the report.

5 The Teacher - Kindergarten - Support Group will advise the District Induction Planning and Review Committee that in their opinion the year one teacher is:

i Suitable for teaching; or

ii Suitable for teaching but needs further practice in .....; or

iii Not suitable for teaching.

6 The District Induction Planning and Review Committee will advise the District Senior Inspector of Schools on ..... that the year one teacher has:

i Completed the requirements laid down for year one kindergarten teachers and is recommended as suitable for teaching;

ii Has yet to complete the requirements but with a further period of development as a year one teacher is likely to be suitable for teaching;

iii Has not met the requirements and is not recommended as suitable for teaching.

GUIDELINES FOR HEAD TEACHER'S REPORT ON YEAR ONE KINDERGARTEN TEACHERS

The Head Teacher should submit a written report to the Kindergarten-Teacher-Support group commenting on the following four areas. It is not anticipated that the report will cover all topics outlined below. This is simply to help the Head Teacher in considering the important and relevant aspects of kindergarten teaching. The report is to be discussed with the year one teacher who may also wish to comment either on the same form or separately.

Professional Qualities

. Shows an awareness of the professional responsibilities associated with being a teacher.

. Has shown an ability to work in co-operation with other members of staff.

. Has shown ability to communicate with parents both in the kindergarten and home.

. Shows an ability to work independently.

- Shows an awareness of social and cultural influences on educational practice.
- Shows willingness to participate in professional development activities.
- Demonstrates a knowledge of child growth and development.
- Has ability to diagnose developmental requirements of the group and/or individual children.
- Demonstrates a knowledge of theories under-pinning educational practice.
- Understands and can practise adult learning strategies.

Techniques of Teaching

- Has demonstrated ability in kindergarten administration (see form .....)
- Has demonstrated knowledge of basic kindergarten management procedures both in indoor and outdoor environments.
- Has shown ability to prepare a curriculum programme - evidence of this will be required.
- Can state aims and objectives clearly.
- Has demonstrated ability to supervise effectively.
- Has demonstrated knowledge of evaluation techniques.
- Has ability to observe and use these observations to improve teaching effectiveness.
- Demonstrates skill in using questioning techniques.
- Has demonstrated ability to cater for individual differences in children.
- Has shown ability to vary teaching methods.
- Has shown ability to guide and involve parents in kindergarten programmes.

Other Comments

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Year One Teachers Comments

Signed: Head Teacher .....

Year 1 Teacher .....

Date .....

KINDERGARTEN ADMINISTRATION CHECKLIST FOR YEAR ONE TEACHERS

The list of administrative tasks set out below must be completed before the Head Teacher submits a report on the year one teacher to the Teacher - Kindergarten - Support Group. It is strongly recommended that the head teacher together with the teacher plan a time schedule so that the requirements set out below are completed well before the end of two terms or the equivalent time. The completion of this checklist is one of the basis requirements for certification as a kindergarten teacher.

Kindergarten Administration	Please Tick
. Has kept rolls for one term	
. Has completed half yearly returns	
. Has been involved with waiting list transfers	
. Has been in charge of enrolments within the kindergarten for one term	
. Has kept petty cash	
. Is familiar with the Basic Equipment Code for Free Kindergartens	
. Has had experience in ordering art supplies	
. Has written at least one parent newsletter	
. Has kept noticeboards for a term	
. Has been involved with and understands various forms used in the kindergarten, eg, home visits, excursions, donations	
. Has been involved in and understands committee procedures	
. Has attended at least two committee meetings	
. Has been involved in formulating committee and association reports	
. Has presented at least one report to the committee	
. Understands safety and emergency procedures	

KINDERGARTEN-TEACHER-SUPPORT GROUPS'S NOTIFICATION TO THE DISTRICT INDUCTION PLANNING AND REVIEW COMMITTEE ON THE INDUCTION OF YEAR ONE KINDERGARTEN TEACHERS

The Kindergarten-Teacher-Support group advises the District Induction Planning and Review Committee that:

1 ..... has completed the following minimum requirements to be recognised as a kindergarten teacher:

a Has satisfactorily developed the skills outlined on Form .....

b Has attended ..... of in-service training .....

.....

.....

c Providing remaining service is continuous, will have been employed in a kindergarten as a teacher for one year by ..... (give date of certification).

2 The Head Teacher has submitted a written report to the Teacher-Kindergarten-Support group and this is enclosed together with the Teacher-Kindergarten-Support group's comments.

3 The Teacher-Kindergarten-Support group recommends that:

..... is:

i Suitable for teaching

ii Suitable for teaching but needs further practice in

.....

iii Not suitable for teaching.

(Cross out that which does not apply)

Signed : .....

Date : .....

Chairperson of the: .....

.....

Teacher-Kindergarten-Support Group

APPENDIX G

SUPPLY - DEMAND SCHEDULE

	Year	85	86	87	88	89	90	91	92	93	94
	Shortfall	193	299	303	319	336	352	288	290	292	294
Recruit	Comm Pool	92	229	233	193	126	142	204	164	166	168
	T.T. 2 yr	101	70	70	126	210	126				
	T.T. 3 yr						84	84	126	126	126
	Quota	80	150	300	250	150	150	150	150		
Colleges Phase In	1			25	25	25	"	"	"		
	2			25	25	25	"	"	"		
	3			50	25	25	"	"	"		
	4			50	25	25	"	"	"		
	5			75	75	25	"	"	"		
	6			75	75	25	"	"	"		